THE SOUTH INDIAN TEACHER

Vol. XXXIV | FEBRUARY. 1961 | No. 2

EDITORIAL

Revised Scales of Pay for Teachers

Teachers in many institutions are yet to get their salaries at the revised rates, though seven months have passed from the date of effect, 1-6-1960. We request Government to order immediate payment by Managements.

It seems clarification has been sought by some Managements on points doubtful to them. The orders on the matter of fixation are clear and payment as per the orders is overdue. One thing has to be understood clearly, viz. that the Pay Commission's recommendations as accepted by the Government are for conferring benefits on Teachers and not for taking away duty allowances or special Pay already enjoyed by Heads of institutions or Specialist Teachers.

This, we hope the Government would make clear very soon, as also the point that a Teacher is a Teacher throughout entitled to weightage irrespective of his service in different grades of institutions, under different Managements, in different cadres and on different scales of salaries.

Salaries of the Non-Teaching Staff in Secondary Schools

We understand that there are many institutions in which the U.D.C. Scale is being paid to the senior clerks. This fact has to be taken into account and provision at the rate of one clerk in the Upper Division Clerk's Scale for every five hundred of strength in a High School is essentially necessary. We hope Government will kindly issue the necessary orders on this matter.

Extraordinary Conference of the Union

The attention of our Readers is invited to the details of this conference published elsewhere in this journal.

Memorandum to the Government in respect of Revised Scales of Pay and fixation

This will be published in the next issue.

Pre-Primary education

While one would welcome the care in the pre-primary stage of children of mothers who have to work in factories and who would number comparatively a very few, the fact that separation of children from mothers at the pre-primary stage would deprive them of the home environment so essential for their development in a natural setting could not be ignored. Conditions in our country are entirely different from those in other industrialised countries and pre-primary schools on an extensive basis are not at all needed in our country. Separation of the child from the mother at the pre-primary stage does more harm than good. Each family has its own plan to bring up the child and no pre-primary school can be an effective substitute for it. The Indian mother has been guiding her children in the pre-primary stage and no nurse-cum-teacher can substitute her. It is better the allotment proposed at the Centre for expansion of pre-primary education is utilized for primary education.

Evaluation Bureau and Pilot Projects for intensive development of Primary Education

The efforts of the Union Ministry of Education in these lines can produce very good results, if the content of education is overhauled to suit our national genius. We are sure the Standing National Commission proposed to be set up would take up the task and complete it by the commencement of the Third Five-Year Plan.

Primary School Teachers

We are glad that the Education panel of the Planning Commission has taken up the question of improvement in the Pay Scales of Primary Teachers in our country. A study of the economic condition of these teachers in the different States will prove the need to raise the minimum salary to Rupees One hundred per month. We hope top priority would be given to this matter and the salaries raised before the commencement of the Third Plan.

Standing National Commission

We heartily welcome the proposal to set up this Commission. We are glad our desire has borne fruit. Real education on national lines, which this Commission is expected to shape, will bring about a thorough change and produce citizens physically, mentally and spiritually fit to bear the burden of our hard-won freedom.

Large failures in S.S.L.C. Examinations

About 50% failure in the S.S.L.C. examinations every year throughout our country has been a very normal feature for the past many years. We are glad the Education Ministry at the Centre feels concerned over this and has convened conferences of officers concerned with Boards of Secondary Education to tackle the wastage of man-power and the emotional frustration caused by such failures.

We have had occasions to point out the disadvantages of an extensive external examination of the S.S.L.C. type and the need to judge students more by their day to day work than by the snap results of an external examination.

The external examination, which has led to cramming, which has crippled originality, which has led to the study of set portions instead of the whole text-book, which has led to guaging of the probable questions and cramming of set answers for such questions, which has brought misery to many industrious students who, by accident of adverse domestic circumstances, could not maintain their normal physical or mental condition on the day of examination, which has been shattering the health of the students, who postpone studies to the month of examination and over-strain themselves at the eleventh hour, must be put an end to and the regularity of work of the student in the course of the year should be given consideration in promoting the student.

It is really a pity that the teacher who coaches the student under his personal supervision throughout the year has no voice in declaring him fit or unfit for promotion.

"*Trust the Teacher*" is the need of the hour.

If, after admitting the disadvantages of external examinations, we continue to give weight to such examinations, we do so only to perpetuate wastage of man-power and to increase frustration in young minds.

We would strongly advocate at least as a first bold step the allotment of 40% value to external examinations and the other 60% to day-to-day work.

By such a step, the teacher will get more regard, discipline will improve, the real worth of the student will never get unrecognized, study will get its significance as study for knowledge, originality, so badly required in developing country in its post-independent days, will begin to play its part and the health, intelligence and power of the Nation will decidedly improve.

THE REVISED SYLLABUS AND THE TRAINING COLLEGES

N. SHANMUGAM, M.A., B.T.

Lecturer in Social Studies, Sri Ramakrishna Mission Vidyalaya Teachers' College, Perianayakanpalayam.

Since last June we have started teaching according to the new Revised Syllabus. The need to raise the standards without increasing the total number of school years has led to a progressive upgrading of the content in all subjects for all the forms. The topics hitherto taught in the Pre-University class are sought to be integrated in the High School Curriculum at the XI standard level and this correspondingly requires the teachers to qualify themselves to meet this need. Till now it was enough if the teachers were familiar with the fundamentals in their respective subjects. But the introduction of the new Syllabus has created for them a new responsibility to prepare for the task ahead by getting acquainted with the latest and best trends of thought in the different fields of inquiry.

The training imparted in the Training College should always adjust itself to the needs of the school while it should also be idealistic to some extent. Even as it is expected to cater to the needs of the present, it should look far ahead into the future also. It is in the light of this requirement we feel that the syllabus in the various subjects — especially the Optionals of the Training College require some modifications and additions so that it can help train the future nation builders better.

This need is sure to be felt in the field of Social Studies. It is not merely a question of teaching Indian History and Indian Geography that the teachers will face hereafter. Their field of activity gets widened immensely ranging from the Creation to Cosmic flights and from Mindanoa to Mount Everest. They have to recreate the atmosphere of the Egyptian Courts, the Roman Forums and the Greek amphitheatres. They should teach the pupils about the land on which he stands and the actions which his ancestors have performed on that land. On them has fallen the onerous responsibility of wiping away the illusion and difficulty of the remoteness of Time and Place from the minds of the pupils. To meet this challenge of not only helping the pupils understand the grandeur of the past, the turmoil of the present and the glory of the future; they the teachers have to understand first the panoramic story of civilization and the complicated undercurrents that have set such scenes in motion. What we require at present is a scientific approach to the study of History and Georgraphy.

If conceptual thought is the distinguishing mark of humanity, it is the primary responsibility of the teachers to foster this in the students even from their early days. There is no other agency than the training college to fulfil this need of equipping the teacher trainees to view Historical events and Geographical factors critically in relation to their occurrences and influences on the course of human life. It is keenly felt that the Training College syllabus in the Methods of teaching Social Studies should be so modified as to include new items as also elaborate some of the existing aspects of that syllabus. With this end in view, the writer has tried to suggest as mentioned hereunder some alterations and additions to the present B. T. Syllabus in the Methods of teaching Social Studies.

The whole syllabus is divided into THREE parts—Methodology, Content Study and Practical Work. The first part deals with the several techniques of teaching. The second outlines the several aspects of the content which should be critically studied. The third gives an idea of the several activities which could be carried out in the Training College both in respect of the Methods learnt and the Matter to be taught in the years to come. A list of Books useful for reference reading by the teachers is also given at the end.

The writer will be grateful if experienced teachers of Social Studies and Lecturers in the Training Colleges offer their comments, since those suggestions will help him to provide better training to the trainees under his charge.

REVISED SYLLABUS FOR THE B.T. COURSE IN SOCIAL STUDIES

The course may be divided into three parts :—

Part I—Lectures on Methods of Teaching.
Part II—Basic Information.
Part III—Practical Work.

PART I — LECTURES

1. *The New Concept of Social Studies.*
   (a) The philosophy underlying it.
   (b) Major areas of knowledge included in it.
   (c) Ideas of Correlation, Integration and fusion.

2. *Aims of Teaching Social Studies.*
   (a) Knowledge of Men's relationships in Time, Space and Society.
   (b) Acquisition of Expressive, Manipulative and Managerial skills.
   (c) Formation of good habits, right attitudes and ethical character.

3. *A study of the Principles underlying the planning of the Social Studies syllabus in the Elementary and High School Stages.*
   (a) Chronological.
   (b) Concentric.
   (c) Spiral.
   (d) Topical.

4. *The 'Two Eyes' of Social Studies.*

A. HISTORY

(a) The place and importance of History.
(b) The use of History.
(c) Varieties of History.
(d) The Scientific approach to History.
(e) Emphases in History.
  (i) Social, Economic and Cultural aspects.
  (ii) Lessons that History teaches.
(f) Skills involved.
  (i) Expressive.
  (ii) Manipulative.
  (iii) Managerial.
(g) Correlation with Geography, Politics, Economics, Sociology, Anthropology and Literature.

B. GEOGRAPHY

(a) The place and importance of Geography.
(b) The old and new concepts of Geography.
(c) Divisions of Geography.
(d) Emphases in Geography.
  (i) Human Geography.
  (ii) Need for Interdependence and Co-existence.
  (iii) Use of Resources — Human and Physical.
(e) Skills involved.
  (i) Map Making and Map Reading.
  (ii) Constructive Skills—Model Making.
  (iii) Expressive — Preparation and Interpretation of Graphs, Charts and Sketches.
(f) Correlation with History, Politics, Economics, Geology, Anthropology, Sciences and Literature.

5. *Methods of Teaching Social Studies.*
   (a) The Unit Plan.
   (b) The Problem Approach.

(c) The Project Technique.
(d) The Source Plan.
(e) The Socialized Recitation.
(f) The Laboratory Method.
(g) *The Line Development Method of teaching History.*
(h) *The Topical Approach to the teaching of Geography.*

6. *Teaching Techniques and Devices.*

(a) Utilizing Current events.
(b) Utilizing Community Resources.
(c) Collateral Reading.
(d) Discussion.
(e) Dramatization.
(f) Oral Communication by the teacher.
(g) Notes-taking
(h) *Story-telling.*
(i) Field trips and excursions.
(j) Parliamentary Procedure.
(k) Activities in Social Studies.
(l) *Exhibitions* in the school.
(m) Use of *Festivals and Celebrations.*
(n) Use of Music, Folk Songs, Lyrics, Ballads, Records.
(o) Utilizing excerpts from *Literature.*
(p) Maintenance and use of Work Books.

7. *Teaching Aids.*

(a) Need for Aids to create the Social Studies atmosphere.
(b) Use of Audio-Visual Aids—Film, Filmstrip, Radio, Epidiascope, Viewmaster, Text Books —Their place, selection and use.
(c) Use of Pictorial and Semi-Pictorial Devices—Maps, Charts, Pictures, Graphs, Diagrams.
(d) Use of Models and Specimens.
(e) Use of Diagrams.

8. *Equipment.*

A. *The Social Studies Laboratory :*

(a) Need for a Social Studies Laboratory.
(b) Composition of the Social Studies Laboratory.
(c) Collection and Classification of Articles.
(d) Preservation of Articles.
(e) Methods of Display.
(f) Utilization of the Laboratory.
(g) Laboratory Assignments and work files.
(h) Student participation in the building up and management of the Laboratory.

B. *The Social Studies Library :*

(a) Importance of a separate subject library.
(b) Composition of a Social Studies Library.
(c) Methods of introduction of the students to the Social Studies Library.
(d) Utilization of the Social Studies Library.
(e) Library Assignments and maintenance of Records.

9. *Evaluation.*

(a) Achievement testing — Essay and objective tests.
(b) Attitude testing — Attitude questionnaires, Socio-metric devices and the need to observe the pupils in real situations.
(c) Assessment of Laboratory work files, library records work books and participation in activities.
(d) The New Concept of Evaluation (i) Behavioral modifications more important than Mastery over verbal information, (ii) Concept formation more necessary than the development of more rote memory.

10. *The Social Studies Teacher.*

(a) Sound Scholarship.
(b) Professional Competence.
(c) Professional Relationships.
(d) Relationship with Students.
(e) Personality Traits.
(f) Relationship with the Community.
(g) Leadership Qualities.
(h) Managerial Abilities.

PART II—BASIC INFORMATION

1. Lectures on the following topics can be included :—

   (a) Basic currents or Foot falls in Indian History.

   (b) Comparative Study of Civilizations—A general outline survey of the ideas of Spengler, Danilevski, Toynbee and their criticism by Sorokin, Huizinga and Berdyaev.

   (This is quite necessary in view of the fact that they may have to teach World History for Standards X and XI).

   (c) Human Geography or the mainsprings of Civilization as revealed by geographical factors.

   (d) Economic Planning in India—Its Bases, Character and Execution.

   (e) The fundamentals of Indian Philosophy and Culture.

2. Assignments may be given on the following topics also :—

   (a) Planning in India.

   (b) Reviews of books on the Philosophy of History and Geography.

3. Since this should become an integral part of the scheme of training, more time need be devoted for this and hence the following suggestions are made :—

   (a) The B.T. Course should be made a 2 year Post-Graduate degree course

   or

   A 3 year degree course after P.U.C. with Social Sciences or Mathematics or Science as the Main Subject and Education as the Subsidiary Subject.

   or

   More periods to be allotted to Social Studies in the B.T. Time Table—at least 6 to 8 periods per week.

   (b) In the final examination at the B.T. level, the students should be asked to answer 3 questions from Methodology in Social Studies and 3 questions from Part II Basic Information.

PART III—PRACTICAL WORK

Practical work on the part of the trainees should not become merely a ceremony of preparing a specific number of Maps and charts in order to satisfy the requirements of the Practical examination. It should be so planned as to enable them not only carry out certain activities as related to the school syllabus but also integrate that with their own training. With that end in view, some specimen activities are listed below :—

1. Maintenance of a *work book* wherein they will have to write out unit outlines for the various standards.
2. Prepare an exhaustive *list* of several types of *activities* possible in each unit.
3. Preparation of a list of *correlation points* for each unit.
4. Working out implications of the characteriestics of *Adoloscence* to the teaching of Social Studies.
5. Listing out *situations in* History and Geography facilitating *Problem Solving* and *Project Work* and *Discussion.*
6. Finding out the several *contexts* in the teaching of History and Geography that lead themselves to *Dramatisation* and preparation of a few *one act plays.*
7. District-war group work on the *list of community Resources* in their respective Districts, useful for the teaching of Social Studies.
8. Training in the planning of the *route and program* of an *excursion.*
9. Group work on the *qualities* of a Social Studies Teacher.
10. Group work on the list of *articles required* for the Social Studies Laboratory.
11. Group wise maintenance of the college *Bulletin Board.*

12. Preparation of *specimen question papers* in Social Studies testing knowledge, skills and attitudes.

B : WITH REFERENCE TO THE SCHOOL SYLLABUS

1. Preparation of a Map of the local area using the conventional symbols.
2. Drawing of some select *Maps* of different kinds as related to the different countries.
   (e.g) Physical Map.
   Political Map.
   Climate and Rainfall.
   Agriculture.
   Industries.
3. Preparation of specimens of *Tree, Stream, Flow* and *Time Line* charts.
4. Preparation of specimens of different types of *Graphs, Bar, Circle, Pie* and *Pictograph* using Isotypes.
5. Preparation of Models of Historical and Geographical Monument.
6. Preparation of a *Diorama.*
7. Preparation of *Slides.*
8. Writing out *Filmstrip Commentaries.*
9. Collection of *Still pictures.*
10. Collection of *Specimens* for the Social Studies laboratory.
11. Preparation of *Albums* as related to :—
    (a) The several regions of the world.
    (b) The different countries.
    (c) The different civilizations.
    (d) The various periods in History.
    (e) The several Industries.
    (f) The various crops.
    (g) The different means of Transport and Communication.
    (h) The several religions.
12. Preparation of *Card* games.
13. Preparation of *Devices* to test achievement of students.
14. Writing out small *Booklets* pertaining to the various topics in the syllabus. It will be convenient for them to write these booklets on topics taught by them during their practice teaching.
15. Preparation of a detailed *Unit Plan,* preferably with reference to the unit they teach during their practice teaching.
16. Collection of articles from Magazines as will be useful in the teaching of Social Studies.

REFERENCE BOOKS FOR TEACHERS

The following books will give the teachers some idea about the basic philosophy of History and Geography as also modern trends of thoughts :

1. Foot falls on Indian History, Sister Nivedita, Advaita Ashram, Calcutta, Rs. 3.00.
2. The Use of History, E. W. Rowse, Hodder & Stoughton, Rs. 6.80.
3. The Use of Geography, Debenham.
4. The Future of the West, De Beaus, Harper & Bros.
5. Mainsprings of Civilization, Ellsworth Huntington, John Wiley, New York, Rs. 32.00.
   „ (Pocket Edition) Mentor Books Inc. Rs. 3.
6. Suggestions on the Teaching of History, C. P. Hill, Unesco, Rs. 4.00.
7. Geographical Factors in Indian History, K. M. Panikkar, Bharatiya Vidya Bhavan, Rs. 2.00.
8. History text books and International understanding, Unesco.
9. History in Schools, M. V. C. Jeffreys, Pitman & Co.
10. Approach to History, Happold, Christophers, London.
11. The Recovery of Faith, Dr. S. Radhakrishnan, Allen Unwin & Co.
12. The World we live in, Lincoln Barnett, Life Magazine Co., Rs. 60.00.
13. How to use "Phamphlets", National Council for S. S.—Washington, U.S.A.
14. How to read History, H. Watkin Davies, Hodder & Stoughton & Co.

15. Studies in the Teaching of History, M. W. Keatinge, Black & Co.
16. History, Heritage and Environment, McNichol, Harry, Faber & Faber, Co., London.
17. The Rhymes of History, Arthur Osborne, Longmans & Co.
18. Civilization & Climate, E. Huntington, Oxford University Press.
19. Reconstruction of Humanity, Pitrim Sorokin.
20. The Idea of History, R. G. Collingwood.
21. Notes toward the definition of culture, T. S. Eliot.
22. Can we know the pattern of the Past, P. Geyl & Toynbee, B.B.C. Broadcast Publication.
23. Teaching Elementary School Social Studies, Victor R. Randolph.
24. The Uses of the Past, Mentor Books Inc., Rs. 3.
25. The Patterns of Culture, Ruth Benedict, Mentor Books Inc., Rs. 3.

THE PLAY-WAY OF CONCENTRATION

D. KRISHNAYYA
Jai Hind Tutorials, Anantapur

'Learning is nothing but mirth'; is an age-long saying full of meaning. 'The battle of Waterloo was won on the fields of Eton', says one in pointing the high educative value of games In the like manner, concentration the highest requisite of all true education can be gained by the play-way method and as all like play very much this aspect of concentration can easily be gained from the infant stage upwards thro' things very tiny and simple. The play-way method of concentration can be easily and clearly seen in any of the hobbies from simple gardening to the ever changing music. A child at work in his tiny garden forgets himself when he is engaged himself with his plant. The child seems to speak to the plant and find companionship with it besides gaining that noble quality of concentration without ever knowing that he is silently absorbed in it in the play-way.

Without concentration, any step in simple book-binding too is utterly impossible. From the passing of the tiny thread thro' the eye of the needle down to the applying of the tiny tinge to beautify the pages of the book, we pass thro' the various stages of concentration though we are not aware of it. For the student-world particularly 'simple book-binding' is a very good play-way method in developing the high sense of concentration which is an asset in any field of activity. This fixity of purpose otherwise known as 'concentration', which has made the Indian mind so very fertile as to repeat pages and pages of matter even by the first reading and also perform quite successfully 'Sathavadhanams' nay even 'Sahasravadanams', an unique intellectual feat of the Indian soil.

Let our education in the next five year plan give us this high aspect of concentration in all stages of life!

For Retired Teachers (Super-Annuated) of any grade

Any Teacher of any grade returned from any Elementary or Secondary School on or after 1-4-1955 is now eligible for pension irrespective of breaks in service, break in service on the crucial date 1-4-1955 and service under different Agencies.

SYLLABUS AND STANDARDS

N. S. PADMANABHAN, B.A., B.T.
Asst., U.A.A.T. High School, Ammapet.

At a time when great and far reaching reforms are being effected in the field of education in all its stages, it behoves the teacher, who is well-nigh an instrument of their implementation and accomplishment, to get at the pros and cons of their bearing and worthiness lest he should be blamed or put in the dock for refusing them a just and an enduring trial. Already trenchant criticisms have appeared in the platform and the press alike about the fall in academic standards, perceivably so at the School final stage. It remains to be seen how far these proposed reforms could stand in reply to the aforesaid criticisms but there is no gainsaying the fact, however, that the teacher's role is sure to be a decisive and remarkable one in this respect. So, that must he needs be on the alert and fully equipped to meet the eventualities. An analysis of the problem in the Teacher's perspective becomes, therefore, necessary and hence this humble treatment.

The aim of education as was contemplated in the bygone decades was simply either knowledge for its own sake or for one that could just be a stepping-stone to "white-collared" professions. For generations past, there had only been a tendency to flirt with the notions, the Westerners imbued us with. Callings and trades, true to the soil, were deserted or looked down upon as the flare-up of the quill-driver's job caught the imaginations of our young men. The wrong sense of values put in by the parents only helped us to verge on the shallow shores of large scale unemployment and labour-unworthiness. Of course, the high linguistic skills attained by pupils of these generations had their own glamour and admiration but the fact remained that the imbalance this system produced was only a national liability, if not a calamity.

Soon after the advent of freedom, the bias against the Macaulayan System took a serious shape and the tables were turned. Acquisition of linguistic skills, especially that of English was put at a discount, at the same time greater thought and emphasis being bestowed on the arts and sciences section. Specialisation and compartmentalisation of knowledge was practically given up. Amalgamated and fused subjects came into being. The teaching of formal grammar was frowned upon, much to the cheap pleasure of the less-responsible teachers and the more-backward taught. The Americanisation of the examination system, which was also simultaneously introduced, simply actuated the downfall of the standards thereby giving a corresponding fillip to effortlessness and unsynthetic thought on the part of the pupils. The piecemeal knowledge that he was treated with in the academic and non-academic courses of study in the secondary school period stood him in no good stead in any of the vocational spheres he entered in. For one thing, he could not fill in the place of his counterpart in high-ranking jobs and avocations that required a good and sound knowledge of English and for another, he was unsuitable to be entrusted with charges that required high technical skill and business acumen in industrial circles.

Alas! his debut was after all not upto the mark!

This state of affairs touched the educationists and the authorities alike to the quick and they were necessitated to formulate a scheme which at once remedied the defects of preceding schemes and satisfied the needs of the hour. Parents and organised sections

of public opinion were, or seemed to be, in favour of such a proposal as it would help the student-world to get out of the quagmire of derision and decadance. A via media between the extremes was struck at and sought to be implemented. Hope dawned, as the present system of education had its ushering in 1959. English teaching was once more put on its proper pedestal, though, of course, the sharp corners of the grammar principles were rounded into nice curves of structures. The syllabuses of the various other subjects were slightly loaded, but with due care and precision so as to make it wholesome and real. A return to the old form of questioning, retaining the salient patterns of the previous one, was soon adopted with advantage. The twin aims of linguistic talents and technical skills ran into one and thus a new shape was carved out as the be-all and end-all of education.

It is not as if that the instruments can alone make a process perfect. The engineer should be one who can make an effective and smooth use of it. The teacher, as the chief architect, has an important and courageous role to play. He should see that first of all he is on a par with his predecessors over the bygone generations in the matter of systematic preparation and discharge of allotted work with an unfaultering self-confidence and an elegant diction. Provided as he is, with a multiplicity of visual and other kinds of aids available through science with a repository of energy and experience available through the ages, he can acquit himself best only if he cares to study and utilise them resourcefully.

It is a pity that at least some members of our profession deem it fit to point out the finger of accusation at the ills confronted by the student community and rest content. They for a moment seem to forget that they themselves form part and parcel of the body politic and have an onerous task to perform by keeping themselves above the inhibitions of complacence and mediocrity. They should guard themselves against demoralisation in their professional standards and just make a sincere attempt to nullify unscrupulous criticisms by positive actions. In short, they should pause, think and chalk out the line of their action before it is for others to exclaim, "Physician, heal thyself!"

Whatever Books you require in
Tamil & English

Please send your library orders to

SELVI PATHIPPAHAM, KARAIKUDI-1

செல்வியின் புதிய நூல்கள்

டாக்டர் வ. சுப. மாணிக்கம்	ரூ.
இரட்டைக் காப்பியங்கள் (*இரண்டாம் பதிப்பு*)	6-50
கொடைவிளக்கு	1-50
தொல்காப்பியப் புதுமை	2-50
இரா. சாரங்கபாணி	
திருக்குறள் உரைவேற்றுமை— அறம்	4-00
,, *பொருட்பால்*	7-00
தமிழண்ணல்	
காதல் வாழ்வு (*நாட்டுப் பாடல்*)	2-25
நாக. முத்தையா	
குழந்தைப் பாடல்கள்	1-50
கல்வி கோபாலகிருஷ்ணன்	
சூரப்புலி	1-00
இராமசாமித் தேவர்	
வேள் பாரி (*வில்லுப் பாட்டு*)	0-50

செல்வி பதிப்பகம் :: காரைக்குடி

The All-India Educational Conference, December 1960

Presidential Address by Hon. Sri C. Subramaniam, Minister for Education, Madras will be published in full in the next issue.

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from last issue)

M. D.	
8— 2	6th tooth, (ie.) 4th in the upper row. Attempts to produce 'f' 'f' sound. Looks up of his own accord a coloured paper kite flying in the sky on returning from the temple.
8— 3	Elephant ride. Cries while coming down as the elephant's ears rubbed over his body.
8— 4	Temple-fair and festival. 6 p.m.
8— 5	Outbursts of laughter while the finger is put in mouth and taken out without being bitten by him. அம்மா, அப்பா, அத்தை, மாமா in full word form. வா, வா by a thud and shake of the right hand. Unintelligible but long continued speech. Repetition of the same speech. Not much shake of the body at a sudden explosion of temple அதிர்வெடி. Uses the softer side of the card-board in face powder tin in preference to the other harder side of tin. Even though the other side is reversed wantonly and given for biting, bites it and finds it hard-reverses the softer side himself and bites it. Manifests anger and gets irritated if the hard side is presented to him.
8— 6	Is taken aback at the explosion of a balloon he was handling. Crawls very rapidly and eagerly to take hold of a toy thrown by himself—Repeats the practice of throwing it again and running after it as before by crawling.
8— 7	Looks up at the moon in the sky.
8— 8	Throws a rattle and moves on in front to seize it. Repeats the practice of throwing, moving on and seizing it a number of times. Bites and tears off pages with his teeth in a weekly magazine.
8— 9	Avoids a thing, if at a distance: But if it is kept near, runs to it. A flying aeroplane overhead attracts attention, on return from the temple late in the evening.
8—10	Both speech வா, வா and action of hand shake correspond. Jumps up, stands on toes, while being held, uses all force in speaking aloud, babbling, catching hold of or biting a thing. Removes cloth screen and gets underneath — kicks legs up and down very rapidly in ectasy and delight in so doing.
8—11	(1) Watches house sparrow being fed on rice particles.

M. D.

(2) Turns direction towards sparrow, moon or crow when directed with hands or fingers. (3) Gives a sudden turning when called by name from behind, side or a little distance within the house. (4) Stands up the stone mortar, bends head into it and makes sound அப்பா, அம்மா (5) Seizes sunlight on floor from the roof top — after some attempt, turns attention elsewhere. (6) Laughs when tickled in arm pit or side. (7) His words are distinct and clear from the beginning. (8) Throws down case or ball when asked to do in imitation — Repeats number of times. (9) Burrows a small pit found on floor with fingers. (10) Takes hold of a ball all the five fingers. (11) Watches a car on the road, right up to a limit-turns round, to another direction as soon as another car horn is heard — Follows this for some time — Repetition of this process. (12) Likes to see bright light in the bazaars. (13) Turns this or that side when he doesn't want to see another family member when being carried by parents. (14) Very often remonstrates while being fed with a feeder— பாலாடை.

8—12 Watches a good number of crows being fed.

Also some parrots flying to and fro over the opposite house.

Sleeping posture : Face up or turned towards side. (right) : hands fully stretched sideways at full arms length — legs fully stretched.

M. D.

Face and body turned sideways resting on right side.

Looks at the finger ring intentively for sometime —

Feels at home with strangers easily (school maid servant, guard, shopman, woman at the tap, Kamakshi's mother, A. T. R. Daughter.)

Calls boys coming after him on the road in his own language.

Bursts out into laughter at the singing of a rhyme practising actions on him, simultaneously by waving hands, legs or tickled in the arm pit.

Feels uncomfortable after a time while being carried out for an evening walk. Feeling of easiness after urination.

Sleeping posture : (1) Face turned right side—stomach on the bed—Hands bent. (2) Face up. (i) Hands stretched close to side — (ii) Hands bent on either sides of face . (iii) one bent (left) and one bent.

8—13 Appearance of new sounds like 'r' 'I'. Not fully expressed — No repetition.

Would like to stand by taking hold of a window bar, step in a door, side of a mortar, chain of cradle, shoulder of brother, side of pillar.

With fingers in mouth makes more sounds and talks more — (Vibrating air ?)

8—14 Calling அப்பா looking at father — accidental ? or deliberate ?

Watches the cat on the road going up the house top.

Also the pigs going about.

Does not feel strange while touching a goat.

M. D.

Strikes on the floor or the chair, the bangles in hand and makes repeated noise.

In the evening walk to A.I.R. held the rattle for a long time till he fell asleep.

Running to seize a hurricane lamp. Even when placed over a chair, takes hold of the legs of the chair and rises up to get hold of the lamp.

8 –15 Looks for a thing which he likes. Throws away substitutes if given for the former. Puts on a wry face, if, what he is searching for, is not forthcoming.

8—16 Bites stone and cradle chain and makes noise. Sees cow and calf being fed on grass near pial. When found fault with or threatened puts on a look of fear.

8—17 When getting hold of a window bar or when getting up a pial slide, expresses அப்பா, அம்மா

Munches dried grapes. — Watering from mouth — making sounds.

Very calm when a through train runs near the Railway gate at high speed and loud noise.

(1) Very keen intentive attention to things drawing his notice. (2) Gives a quick turn to a call of his name. (3) Complete recognition of known persons by calling them. Also known animals and birds. (4) Likes to be taken by parents in preference to others, in the presence of the former. (5) Cries when he can't have his own way. But soon gets calm — Suddenly says என்ன and forgets soon after.

8—18 Looks up overhead at the noise of an aeroplane flying above. Leaps to father when he is ready to go out with his shirt on. Loves to go out — Wants sister to play hide and seek. Shows pleasure in this play.

8—19 Tears the leaf of a plantain tree bit by bit and if asked to throw the bits, does it, though usually takes them to the mouth — Attempt to crawl on all fours.

8—20 Takes tumbler to mouth.

A few steps in crawling on all 4's.

அண்ணா: Accidental but not clear — only once too.

8—21 Goes up an improvised slide of a swing board.

Also gets down. Shows signs of fear also. Could also go up step in house front— Cries somewhat bitterly, while away from mother for over 2 hours.

Was startled by the running of a through train at the platform while being asleep.

Repeats அண்ணா number of times.

More words — பாபா, அண்ணா என்ன

8—22 Could sit by himself erectly and comfortably also waving a drumstick in hand.

Loves splashing in water on floor, in சொம்பு with hands or legs as situation demands.

Goes up 3 or 4 steps in the band stand at Park.

8—23 Discriminates a strange face (Chandrasekaran).

Makes sounds while watering from mouth.

A new sound by hitting the tongue against the upper palate — டக், டக்.

8—24 Walking on all 4's regularised. Could reach the ரேழி

M. D.	
	Cross the door way and get along.
	Constant and continuous repetition of அப்பா, அம்மா
	Listened to and looked at the piper in the Perumal Temple. Rolling about and playing with pleasure on the cool cement floor.
8—25	Felt very restless at home in the evening for not having been taken out in his habituated outing.
8—27	Likes to stand in the cement water tub (empty) and jump up. Pleased to stand with a prop. While standing at the window, turns immediately on hearing the noise of a cart.
8—28	நம் நம் — Constantly repeated. Licks floor.
8—29	Looks at the cow and calf — wants to get near to them and see them — Too much of heat.
8—30	Opening and shutting the window — Too much of heat.

MEDIUM OF EDUCATION IN THE UNIVERSITY AND TECHNICAL TERMS

N. KUPPUSWAMI AIYANGAR, M.A., L.T.

The account of the first meeting of the Advisory Board for Scientific and Technical Terminology is rather sad reading. The board recommends that

(1) "In selecting or evolving equivalents for technical words in the Indian languages, efforts should be made to choose words which are common to as many of the regional languages as possible" and

(2) "the Indian form of International numerals be used."

The first is unrealistic and impossible. With regard to the second what is meant by 'the *Indian form* of international numerals is not clear. If it does not mean the Indo-Arabic numerals that are now in use in India it must mean the Hindi numerals. If it is so, this recommendation is not only inconsistent with the first, but an extraordinarily unwise one. In the first, you advocate, choosing technical words that are common to as many of the regional languages as possible, and at the same time you want to give up the numerals that are common to all the regions. This inconsistency added to the fact that the change is wholly unnecessary gives room for thinking that the North not only wants to dominate the South but also to humiliate it. This is not conducive to that so much talked about unity that is necessary for the independence and welfare of India. This will act against the emotional integration of the North and the South that President Prasad so much desires.

With regard to Scientific and Technical terms, in the reference to the Advisory Board it was stated that the terms should be acceptable to all the linguistic groups. I suppose, it is to satisfy this direction, it is recommended that the terms should be common to as many of the regional languages as possible. But this is an impossible proposition. Modern science and Technology developed in India only as part of English Education. Therefore there are no scientific and technical terms in any of the Indian languages much less any term common to all that *could* be made use of in modern education. Therefore the most reasonable and practical thing and that which should be acceptable to all the linguistic

groups is to use in *all cases* the English terms that we have learnt, and are using at present.

No real educationist would have any objection to this. If this is not stressed in Educational Conferences, it is more because of political pressure and indifference than to any contrary conviction. It was a great satisfaction to me to find that the Coimbatore District Headmasters' Association was bold enough to advocate the use of English terms in Science in the presence of the Education Minister who is spending lavishly other people's money in coining Tamil equivalents to scientific terms.

Even among politicians there are not wanting men who can look at this matter in a disinterested manner. Sri K. Santhanam, in one of his speeches in 1958 is reported to have said that "it was now universally agreed that the medium of instruction should be regional language throughout the educational course. The change-over of the medium in the university courses was going to be difficult and it was wise to make the transition as easy and painless as possible. In this connection, it was supremely important that all the regional languages of India should have a common system of technical terms, symbols and formulae and there should be no hesitation in taking them over as far as possible from English as they were more or less international in character." I know that there are many other toprank politicians that hold the same view. I suppose it is party loyalty that prevents them from making it an object of public agitation. Even the Law Minister Baktavatsalam is reported to have advocated the use of English terms.

When such is the case, why should the Government spend lakhs and lakhs of public money over coining technical words in regional languages? A false sense of prestige and purism in languages and ignorance of how languages are developed may be some of the reasons. Anyway, if the Government wants to make the regional language the medium of Education in universities as they should and if it is to be successful i.e. if the standard is not to be lowered thereby but improved, all committees and boards appointed to coin scientific terms in regional languages should be abolished forthwith. Teachers should be allowed to use the English terms wherever possible from the lowest class. English terms are not more difficult to be learnt than the coined words in Tamil. In writing, transliteration followed by the English word under brackets should be used. Teachers would consult English text books and teach in the Indian language. Text books in Indian languages may at first be mere translations of English books. Original textbooks will come in due time.

This wholesale adoption of English terms, besides making the change over of the medium of instruction easier, is advantageous in a number of other ways.

As the present day teachers had learnt every thing in English the teaching both in schools and colleges will be less difficult and more efficient.

(2) Students need not learn one set of terms at the school and another at the college as they do at present.

(3) As we have agreed to the three languages formula there will not be much difficulty in the interchange of teachers and students among Indian Universities.

(4) Study in foreign Universities and taking part in international scientific conferences will also become much easier.

(5) Above all it will considerably lessen the tension between the North and the South and promote the feeling of oneness among the people of the different States in India.

Is it too much to expect all genuine educationists and statesmen to shake off their indifference and take up this question in a serious manner?

EXTRAORDINARY CONFERENCE OF THE SOUTH INDIA TEACHERS' UNION

An extraordinary conference of the South India Teachers' Union was held at the Karandhai Tamil Sangam Buildings, Tanjore, on Friday, the 30th of December, 1960.

Mr. G. Krishnamurthy, M.L.C., presided over the conference, which was attended by delegates from all parts of the State. Mr. S. Ganapathy, Secretary, on behalf of the District Teachers' Guild, and Mr. Krishnan, Jt. Secretary on behalf of the S.I.T.U., welcomed the gathering.

Mr. S. Swayamprakasam, Principal of the Karanthai Pulavar Kalloori, inaugurating the conference pointed out that, unless teachers were placed above want, they could not be expected to do justice to their vocation of training up the future citizens. It was the duty of the Government to see that teachers were not driven to the necessity of agitation like others to get their legitimate grievance redressed. Although something had been done, like merging of the allowance with pay which be fited only the retiring teachers, estions like house-rent allowance, medical relief concessions, etc., still remained and it would be just if the Government appointed a committee to suggest ways and means to remove these grievances. He also emphasised the need for teachers not to get involved in political activities and to give their opinion and views on academic and educational matters through their unions without fear or favour, for only then could the country progress on the right lines.

Sri G. Krishnamurthy, M.L.C., in his presidential address pointed out how teachers with the same qualifications working under different managements were being treated differently in the matter of house-rent allowance, medical concessions and temporary increase in pensions.

Fifty-five percent of the total number of teachers working in Aided institutions and teachers in many Local Board institutions were being denied house-rent allowance for the last fourteen years and this has landed the teachers into debts. The grant of this allowance would not cost more than six lakhs of rupees per annum and the Government could well sanction it, when they had come forward to spend more than Rs. 18 lakhs a year on the increase of this allowance in respect of Government employees.

The extension of medical concessions remained to be done in the case of teachers in Aided Institutions only and teachers expected provision for this as well as house-rent allowance and temporary increase in pensions in the ensuing Budget.

Regarding the temporary increase of Rs. 10 denied to teacher-pensioners, it was pointed out that there were teachers getting Rs. 3 and Rs. 4 pension and that the major number of teachers were to get only pension under Rs. 10. An addition of Rupees Ten by way of temporary increase would go a long way to help these pensioners. After all, the cost per annum would be only about five and a half lakhs of rupees.

Reference was made to the need for a salary of Rs. 100 as minimum for a teacher of the lowest grade and the need for (double) increased increment in the second slab for Secondary Grade Teachers.

An appeal was made to the Government to make provision for these benefits in the ensuing Budget and enable the teacher to give his undivided attention to the task of moulding the Nation.

Sri Ramiah Thevar, President, Tamilnad Elementary School Teachers' Federation, praised the work of the President on behalf of Elementary

School Teachers and promised co-operation. He expected very soon the day when the Elementary Teachers' Federation would merge with the South India Teachers' Union.

Sri R. Kandaswami, Headmaster, Municipal Elementary School, Tiruchirapalli, was then introduced to the audience and felicitated by the President for the National Award conferred on him by the President of the Indian Union. Sri R. Kandaswami replied suitably.

With a vote of thanks to Sri S. Swayamprakasam, B.A., B.L., by the Joint Secretary, the forenoon session came to a close.

AFTERNOON SESSION

Teacher-representatives from various Districts spoke in the afternoon session under the Heads, House-rent Allowance, Medical Concessions, Temporary Increase in Pensions and Fixation of revised scales of Pay.

Resolutions as published elsewhere in this journal were unanimously passed.

The resolution on House-rent allowance was proposed by Sri S. Kuppuswami, Vice-President of the Union and Headmaster, Sourashtra High School, Madurai; and seconded by Sri D. Sebastian of Karaikudi.

Messrs. P. T. Ramaswami Mudaliar of Madras, Seetharaman of Kadayam, S. Srinivasan of Srirangam and R. Krishnaswami Iyengar of Nagapattinam spoke, urging the grant of this allowance. Sri Avadhaniar also spoke strongly supporting the resolution.

The resolution on Medical concessions was proposed by Sri S. S. Narayanaswami of Devakottah and seconded by Sri C. Srinivasaraghavan of Tiruvanaikoil.

The resolution on Pension was proposed by Sri J. G. Koil Pillai of Tanjore and seconded by Sri N. D. Srinivasachariar, Secretary, State Clerks' Association, Madras. Detailed speeches were made by them urging the need for grant of ¼ pension to B.T. grade teachers and pension to the non-teaching staff.

The resolution regarding memorandum on the fixation of revised Scales of Pay was preceded by a number of speeches giving expression to the practical difficulties experienced by them and the relief needed in fixation.

Sri S. Ganapathy, Secretary, Tanjore District Teachers' Guild, moved the resolution and Sri M. R. Srinivasan of Erode seconded the same.

Messrs. Jayanathan of Nagapattinam, R. Bashyam, Commercial Instructor, Srirangam, Ramasubramanian of Tiruchi (Language Pandit), R. Kandaswami of Tiruchi, Paramasivan, Woriyur, Venkatachalam of Tiruchi, Ramamurthi, Town Teachers' Association, Tanjore, Subramaniam of Tiruvarur and others spoke detailing the grievances in fixation of salaries as per revised scale and covering the cases of all categories of teachers. Messrs. U. Balasubramaniam, Rajaraman, S. Subramanian of Tindivanam, Muthukrishna Sarma of Pallathur, N. Subramaniam of Ayyampet, Maruthamuthu of Bodinaickanur, J. Ramamurthi and Mahadevan detailed the grievances of the sections they represented.

The President, in his concluding speech, thanked the teachers for their kind co-operation and expressed his conviction that the conference would go a long way to bring about the amelioration of their condition. He assured that the Union would take up the case of teachers affected by the formula of 'Sanctioned posts' which prevented them from getting the full benefits of the recommendations of the Pay Commission, as accepted by the Government.

The Joint Secretary, Sri K. S. Krishnan, thanked the Tanjore District Teachers' Guild, for the excellent arrangements made for the conference and the kind hospitality extended to the delegates.

The conference came to a close with the singing of the National Anthem.

RESOLUTIONS PASSED AT THE EXTRAORBINARY CONFERENCE OF THE SOUTH INDIA TEACHERS' UNION HELD AT TANJORE ON 30-12-1960

1. This conference expresses its great disappointment at the denial for the last FOURTEEN YEARS of House Rent Allowance to a large section of Teachers (Teachers in all Aided Institutions and some District Board Institutions) in spite of repeated representations, and urges on the Government the need to provide for the same at least in the ensuing Budget.

2. This conference urges on the Government the need to extend the benefit of medical concessions to teachers in Aided Institutions on a par with teachers in Government and Local Board Institutions.

3. This conference requests the Government to grant

(a) a temporary increase in pension of Rs. 10 to Teacher-pensioners on a par with teachers retired from Government Institutions;

(b) uniform scale of ¼ pension for all grades of teachers;

(c) pension for the Non-teaching staff inclusive of inferior servants in Aided and Local Board Secondary Schools.

4. This conference resolves to authorize the President and the Secretary to submit a memorandum to the Government on the fixation of revised scales —the memorandum to be based on the suggestions made at this conference.

G. Krishnamurthi,
President.

S. D. Krishnamurthi Rao,
Secretary.

NEWS AND NOTES

ST. XAVIER'S INSTITUTE OF EDUCATION

15, *New Marine Lines, Bombay*-1.

This is to bring to your notice that St. Xavier's Institute of Education has started a training course for Fulltime School Counsellors and has opened a Child Centre. The Child Centre offers the following services to your students (Std. VII—XI).

Occupational Information.
Educational and Vocational Guidance.
Intellectual Evaluation.
Personality Evaluation.
Psychological Counselling.

Mentally deficient children and children with deep emotional problems are beyond the scope of this centre.

Method of Referral: The child should generally come to us through the school authorities and should be accompanied by a guardian. A prior appointment should be made.

(Tel. No. 241933 between 10 a.m. to 1 p.m.)

Working Hours: From 3 p.m. to 6 p.m. on Mondays, Wednesdays & Fridays excepting public holidays.

An appropriate fee will be charged.

Bombay-1.
10-11-1960.

A. SOLAGRAN, S.J.,
Director.

51st Madras State Educational Conference

The 51st State Educational Conference will be held in the second week of May 1961 at Tiruchirapalli.

FROM OUR ASSOCIATIONS

RAMANATHAPURAM DISTRICT TEACHERS' GUILD

The Half-yearly Conference of the Ramanathapuram District Teachers' Guild was held in collaboration with the Department of Extension Services of the Dr. Alagappa Chettiar Training College, Karaikudi-3 on Saturday the 10th December, 1960, in the premises of the Kshatriya Vidhyasala High School, Virudhunagar, with Sri P. Doraikannoo Mudaliar, M.A., M.A., L.T., Dip. Econ., President of the Guild in the chair. The meeting commenced at 10-45 A.M.

After prayer, Sri G. George, B.A., B.T., Headmaster of the K. V. High School, Vice-President of the Guild, and Chairman of the Reception Committee welcomed the gathering. He urged the need for the periodical Conference of teachers in the interest of education. In welcoming Sri P. Thangarajan, M.A., Principal of the Senthikumara Nadar College, Virudhunagar and in requesting him to inaugurate the conference, the President paid a tribute to the pioneering work of Sri Thangarajan in building up the College and his interest in matters educational and exhorted fellow teachers to be united and to carry on frequent discussions on academic matters. He averred that in the Conference of teachers academic matters must have precedence and the teachers are to win public sympathy only by dint of their enthusiastic, energetic, meritorious and dedicated service to the youth of the country ever bearing in mind the motto of the parent body—the South India Teachers' Union, "Raise yourself by your own effort".

In his elaborate, interesting and thought-provoking inaugural address Principal P. Thangarajan detailed the role of teachers in free India, the difficulties of teachers, the role of education in the shaping of citizens of the morrow, and the land marks in the history of education, in this great country of ours. He pleaded for greater personal contact between the teacher and the taught and for education related to life as commended by Dr. A. Lakshmanaswami Mudaliar's Secondary Education Commission Report. He urged that proper attention must be paid to organisation of co-curricular activities and efficient Library Service in schools as these would facilitate critical thinking and promote discipline and other qualities of leadership in children at school. While pointing out the importance of English, he pleaded that the medium of instruction at the University level must be the regional language. He concluded his brilliant address with a call for active co-operation among teachers, the pillars of Society, and pleaded that the Government must come forward to ameliorate the economic condition of teachers with schemes for housing, free medical treatment, travel concessions for attending educational conferences and for the free education of children of teachers at schools and colleges.

In his presidential address Sri P. Doraikannoo Mudaliar, deplored the poor attendance at Conferences of teachers; he pleaded for self-reckoning by the teacher which would lead to self-exaltation. He believed in the lusture of each individual teacher which was in most cases latent and which had to be brought out. He next referred to the responsibility of the teacher in a scheme envisaging universal literacy. He concluded his address with an emphasis on the need for frequent discussions among teachers on the many faces of academic life and with an exhortation that the teachers must be impelled by noble ideas and that they must work with a zeal for and faith in their great role. Adverting to the recent proposals for revision in pay, he averred that all teachers must be given full benefit, one increment for each year of service put in by them

and that then only the connotation of the term, "weightage" would be real.

Sri P. V. Srinivasan, Secretary of the Guild, read the messages received from Dr. S. Radhakrishnan, Sri C. Rajagopalachariar, Dr. C. P. Ramaswami Iyer, Swami Chitbhavananda, the Director of Public Instruction, the President of the South India Teachers' Union and others. He proposed a vote of thanks to Sri P. Thangarajan for having delivered the inaugural address.

At the business meeting the following resolutions were passed :

(1) Resolved to thank the Government of Madras for having generously revised the pay scales of teachers of all categories and for their gesture for ameliorating their economic condition.

(2) Resolved to request the Government to grant teachers the full benefit of the revision of scales by giving them one increment for each year of service put in by them in terms of entries in their service register.

(3) Resolved to request the Government of Madras, to grant teachers house rent allowance, free medical concessions and other facilities as applicable to N.G.Os.

(4) Resolved to request the authorities to include in the case of Secondary Grade Teachers their service both in the Elementary schools in Secondary Grade places and in High Schools for purposes of fixing their revised pay and to see to it that the entire service of the teacher is taken into consideration, in the matter of the fixation of the pay in the revised scale.

(5) Resolved to request the Government to raise the rate of increment of Secondary Grade Teachers in the Second slab from Rs. 3 to Rs. 8.

(6) Resolved to request the Government to extend the right of option under annexure III to all teachers in connection with the fixation of the revised pay.

(7) Resolved to request the Government to reckon the pension of graduate teachers and Headmasters of High schools on the basis of N/120 of the salary drawn in the last three years of service and to remove the ceiling on pension that has now been fixed.

(8) Resolved to request the Government to revise the pay scales of the Higher Grade Physical Education Teachers in the scale that has been given to Junior Tamil Pandits.

(9) Resolved to request the Government to revise the pay scales of Commercial Instructors suitably.

(10) Resolved to request the Government to increase the T.P.F. contributions by teachers from 6 nP. per rupee to 10 nP. per rupee and increase the management and Government contributions proportionately.

(11) Resolved to request the Government to sanction a duty allowance to the Headmasters of Elementary Schools.

(12) Resolved to request the Government to revise the pay scale of Higher Grade Elementary Teachers as Rs. 65-2-75-3-105.

(13) Resolved to request the Government to retain Standard V in Elementary Schools themselves and to permit, for special reasons, the authorities of Secondary Schools to open Standard V in their schools.

(14) Resolved to request the Government to pay Secondary Grade salary for Secondary Grade Teachers employed in elementary schools in the same manner as they were paid prior to 1958.

(15) Resolved to request the Government to insist on the appointment of duly qualified Tamil Teachers in schools for teaching Tamil from Standard VI onwards.

(16) Resolved to request the Government to delete the question on translation from the paper on Regional Language.

(17) Resolved to request the Government to allow teachers with experience in teaching the upper forms to teach Standard XI.

(18) Resolved to request the Government to sanction the post of an Upper Division Clerk for High Schools having a strength of over 500 pupils.

(19) Resolved to request the Government to aid Private Managements

with more liberal grants and help them with advance grants from time to time to meet the new commitments.

(20) Resolved to request the Government to extend the benefit of Revised pay and pension scheme to the non-teaching staff employed in aided schools.

(21) Resolved to request the Films Division of the Government of India to lend its very useful documentary films free of hire charges to schools owning projectors.

(22) Resolved to request the Government to clarify the position of lower forms I to III in the new Secondary Education set up and the position of teachers who are likely to be thrown out of employment from Secondary Schools.

(23) Resolved that the above resolutions may be communicated to the South India Teachers' Union for being placed after modification by the subjects Committee before the special conference at Tanjore the last week of December, 1960.

The Seminar on Secondary Education was held under the joint auspices of the Department of Extension Services of the Dr. Alagappa Chettiar Training College, Karaikudi and the District Teachers' Guild. Sri M. Rajah Aiyar, M.A., L.T., Headmaster of the Rajah's High School, Ramanathapuram presided and initiated the discussion, detailing the features of re-organisation of the Secondary school curriculum and some of the outstanding problems relating thereto. Sri P. Doraikannoo Mudaliar, Honorary Director of the Department of Extension Services, Sri R. Sankaran, Sri V. Guruswami, Sri P. V. Srinivasan and others participated in the discussion.

The sectional conference on Elementary Education was presided over by Sri Rajendra Thevar, Headmaster, A. K. D. Rajah Higher Elementary School, Rajapalayam. In his address he referred to the difficulties of elementary school teachers and the several defects in the recent proposals for the revision of pay scales and the orders regarding the fixation of pay. Sri D. Sebastian, Convenor, Sri P. V. Srinivasan and others participated in the discussion.

At the public meeting with the President in the chair, Sri S. A. S. Marimuthu Nadar gave away the Rajah Annamalai Medal to K. A. Subramanian of the Hindu High School, Watrap, who had secured 461 marks out of 600 and the Messrs. B. G. Paul & Co., Languages Prize to A. Chockalingam of the S. S. Board High School, Rajapalayam, who had secured 83% in English and 82% in General Tamil at the S.S.L.C. Public Examination, March, 1960. In his message, Sri S. A. S. Marimuthu Nadar referred to the philonthropy of many gentlemen in building up educational institutions and the need for their sustained patronage of laudable causes. Sri M. Rajah Iyer, addressed the gathering and exhorted teachers to be exemplary in their conduct and serve as models for their pupils. He requested the public to evince keen interest in educational matters and to co-operate with the school authorities and teachers in promoting the cause of Education. The President in his concluding remarks paid a glowing tribute to the authorities of the Kshatriya Vidhyasala High School and the Headmaster and his fellow teachers for having organised the Conference in an ideal set up. Sri D. Sebastian, Vice-President, proposed a vote of thanks. The meeting was over at 5-30 p.m. with the singing of the National Anthem.

TANJORE DISTRICT TEACHERS' GUILD GOLDEN JUBILEE

The Golden Jubilee of the Thanjavur District Teachers' Guild was celebrated on 2nd January 1961 at Karandhai Tamil Sangam, Thanjavur. Visitors from all over the Madras State and delegates from all parts of the District attended.

An Educational Exhibition was opened by Sri Y. Arokiasami Nadar,

Chairman, Tanjore Municipal Council. The Exhibition was very attractive and was very much appreciated by all.

Sri A. Y. S. Parisutham, M.L.A., Tanjore, presided over the Jubilee celebrations.

Sri J. A. Paul Raj, B.A., L.T., President of the Guild, welcomed the gathering. Sri S. Ganapathi, General Secretary of the Guild, presented the Golden Jubilee report. Miss S. Chinnappa, B.A., L.T., President, Tanjore Town Teachers' Association, released the Golden Jubilee Souvenir.

Sri N. D. Sundaravadivelu, B.A., L.T., Director of Public Instruction, Madras, declared open the jubilee celebrations with an inspiring address.

Sri T. Dhanakoti, M.A., Principal, Khader Mohideen College, Adirampatnam and Sri A. Krishnamuthi, M.A., Professor of Tamil, Government College, Kumbakonam, spoke on educational topics.

Sri G. Krishnamurthi, M.L.C., President, South India Teachers' Union, presided over the afternoon session.

The celebration came to a close with a vote of thanks and the singing of the National Anthem.

"Nandhi Varman", a Tamil drama was put on the stage at 9 p.m. by the members of the Tanjore Town Teachers' Association.

NATIONAL COLLEGE HIGH SCHOOL, TIRUCHIRAPALLI

The half-yearly term-end meeting of the Teachers' Association was held on 15-12-1960 when Mr. J. P. B. Sheppard, Director, Madras English Education Campaign gave a talk on "The oral work in the English Class". Sri R. Bhuvaraha Iyengar, M.A., L.T. presided over the meeting. There was a Tea-party followed by music. The meeting was largely attended by Teachers.

BOARD HIGH SCHOOL, MUTHUPET.

The Teachers' Association, Board High School, Muthupet, met on 7-12-1960 and passed, among others, the following resolutions :—

Resolution 6 : In regard to the future of the High Schools now under the management of the District Boards, it is understood that the following two alternatives are under consideration, namely :—

(i) whether the Committees to be constituted should be under the chairmanship of the District Educational Officers concerned ;

(ii) whether the Committees should be headed by non-official chairman.

This Association resolves to request that, in the larger interests of education, the committees should be constituted with the D.E.O.s as chairmen.

Resolution 7 : Under the revised scales of pay, the Higher Grade Physical Education Teachers are allowed a special pay of Rs. 5 only, whereas under the old scales, the difference in the total emoluments of the Higher and the Lower Grade P.E.T.'s was Rs. 15. This Association resolves to request that the difference in emoluments should be increased to Rs. 15 as before, by enhancing the special pay of the Higher Grade P.E.T.'s.

Executive Board of the South India Teachers' Union

The Executive Board unanimously approved the draft resolutions to be placed at the Extra-ordinary Conference.

The Board accepted with pleasure the invitation of the Tiruchirapalli District Teachers' Guild to hold the 51st State Educational Conference at Tiruchirapalli in May 1961.

The Board resolved to have professional and academic sections at the Conference under Elementary, Secondary and Collegiate Education, besides 'Women's Education Section' and 'Child Education Section'.

OUR LETTER BOX

Sir,

In the Syllabus for Secondary and Higher Secondary courses published in the Supplement to Part I B of the Fort St. George Gazette dated 23-4-58, we find the distribution of periods for the several subjects given in page 4. One period for translation is given along with 6 periods of English. Moreover, translation is mentioned in pages 42 44 under the head of Part III English. So it is evident that translation should go with English. Accordingly translation classes in Standards VIII and IX are handled by teachers taking English for the classes in our School. Translation was a part of the English question papers in the terminal and annual examinations last year for standard VIII.

But now according to the communication No. 459 BI/58 dated 13-5-'60 received from the Commissioner for Government Examinations, Madras, in which questions and marks for the various subjects are given for the Examination to be held in March 1962 for Std. X, translation is grouped with Part I Regional language. This is quite contrary to what is mentioned in the syllabus.

25% of the marks in the 2nd paper of the I Part Regional language is allotted to Translation from English to the language and vice versa instead of 10% as in the previous years.

In the Syllabus, Language exercise, comprehension and Literary appreciation are mentioned in the I Part Regional language. But the question papers do not provide marks for the same. So it is suggested that the translation may be grouped with English as mentioned in the Syllabus and the 25 marks now allotted to translation in I Part Regional Language question paper may be provided for Language exercises and comprehension or Literary appreciation.

We hope the authorities concerned will look into the matter and do the needful.

ENGLISH AND TAMIL TEACHERS,
T. E. L. C. Girls' High School,
Usilampatti.

PENSION & RETIRED TEACHERS

Sir,

Our Government's pension scheme for teachers is a laudable measure in keeping with the modern socialistic principle of providing for the wintry days of those who have retired after long continued service to the state or society. But this scheme to be deemed to rise to the full statute of a welfare measure with an intense human touch, must not remain limited in its application benefiting only those who have retired after a certain date.

Teachers who have retired before that date too, have dedicated the prime of their life to social service. While in service, with the poor scales of pay then obtaining they have almost lived from hand to mouth and since retirement, have fallen on worse days with society prices and decreasing money values. So the Government must not hesitate to give them too the much needed and well deserved help by extending the pension benefit to all teachers whenever they may have retired.

M. S. GANESA SASTRY.

NON-TEACHING STAFF— REVISED SCALE

Sir,

The Government of Madras in G.O. MS. No. 2596 Education dated 10th December 1960 has passed orders for the Revised Scales of Pay for the Non-Teaching Staff such as Upper Division Clerks, Lower Division Clerks, Typists, Librarians, Attenders, and Peons (in secondary schools under

private management) while the Director of Public Instruction Proceedings RC. No. 813 D1/60, dated 15-12-1960 has communicated only the scales of pay for Lower Division Clerks, Attenders and Peons, leaving the scales of pay of the Upper Division Clerks and Typists. There is no Departmental Proceedings to the effect that Upper Division clerks should not be appointed in aided secondary schools under private managements and further when the Government directs for revised scales of pay for Upper Division Clerks, Typists, the Director of Public Instruction may consider the order and issue suitable instructions to the managements for the adoption of Revised Scales for Upper Division Clerks and Typists.

K. NAGARAJAN.

OUR BOOKSHELF

PROBLEMS IN EDUCATION: Price Rs. 5. (Deccan Education Society, Poona.) With a foreword by R. P. Paranjpye.

This well got-up book is a collection of papers which focus attention on some of the conditions necessary to enable our educational institutions to discharge their vital functions. The problems dealt with here are:

1. Financial problem facing non-government Colleges.
2. Improvement in quality of teachers in Colleges.
3. Examinations in our Colleges and Universities.
4. The medium of instruction in Universities.
5. Student response.
6. Education of linguistic minorities.
7. Raising Standards in Secondary Education.
8. State control in Secondary Education.
9. Curriculum for Schools.
10. Thoughts on Primary Education.
11. The Educational Challenge.

AN OUTLINE OF EXPERIMENTAL EDUCATION: By Robert R. Rusk. Price Rs. 12. (Macmillan & Co. Ltd.).

This neatly bound volume discusses the applicability of experiment to Education and makes available to training College Students examples of experiment in the different fields of Educational Organisation, curriculum, method, discipline etc. The approximate School-entering age, the most efficient size of School and of Class, the methods of classifying pupils, the relative values of school subjects, the conditions of learning, and the significance of certain modern developments in Educational practice—are discussed in this work.

CORKEY BOOK: 1. About Corkey; 2. Bad Baby; 3. Corkey's Friend; 4. Corkey Digging; 5. Going Fishing; 6. Corkey's Red Car. By Ceitra and Jean Hinde. (Oliver and Boyd Ltd.).

These are very beautiful Children's books teaching the first lessons in English in the nursery classes.

(Colour Illustrations)

ENGLISH IN TABLES: By F. G. French. Price Rs. 4.80. (Oxford University Press).

The book may be said to contain a set of blue prints for sentence building.

Very useful for teachers in the teaching of sentence structures and includes exercises in sentence building.

Receipt of the following publications is thankfully acknowledged.

1. Commonwealth Today No. 29 featuring Royal Tours.
2. The Hindu High School Magazine. December, 1960.

C. R.